

Director's Role with MDTs and Language with Other Disabilities Eligibility Guidelines

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Texas Eligibility Guidelines for SI

- Purpose
 - Consistency in Eligibility Recommendations
 - Best Practices and Research-Based Model
 - Ripple Effect: Help with SLP Shortages
 - Help with Dismissal from Speech
- Template Guidelines
 - Articulation, Voice, Fluency
 - Language (only), Language with Other Disabilities

Training

- There is required training component for each template
- Available through ESCs or districts using a TOT model with trainers designated in most regions
- Initial training on artic and language templates:
 - 2 days
- Districts send trainer/s to initial training...they train SLPs in district and help develop manual
- Sample Manual for Language ... coming soon!

Important IDEAs

- Speech or Language Impairment
 - “means a *communication disorder*, such as stuttering, impaired articulation, a language impairment, or a voice impairment that *adversely affects a child’s educational performance*” [emphasis added] 300.8 (c) (11)

Important IDEAs

- Speech-language pathology services includes identification..., diagnosis..., referral..., provision of speech and language services for...habilitation or prevention..., and counseling 300.304 (c) (15)

Important IDEAs

- In conducting the evaluation...
 - “the public agency must (1) *use a variety of assessment tools and strategies* to gather relevant *functional, developmental, and academic information* about the child, including information provided by the parent,... [emphasis added] 300.304 (b)

Important IDEAs

- The public agency must ensure that...
 - The child is assessed in *all areas related to the suspected disability*, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities [emphasis added] 300.304 (c) (4)

Important IDEAs

- The public agency must ensure that
 - The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, *whether or not commonly linked* to the disability category in which the child has been classified [emphasis added]
- 300.304 (c) (6)

Important IDEAs

- The IEP must include a statement of the special education and related services and supplementary aids and services, based on *peer-reviewed research to the extent practicable*, to be provided *to* the child, *or on behalf of* the child [emphasis added]

300.304 (a) (4)

Evaluations...The Bottom Line

- Comprehensive Evaluations
 - Variety of tools and strategies (can include RTI data as one evaluation criterion)
 - Gather relevant functional, developmental, and academic information
 - Evaluate in all areas of suspected disability
 - Must include information provided by the parent
 - Identify all special education and related services needs (don't fragment evaluation)

Language with Other Disabilities Eligibility Guidelines

- Two-Prong Training
 - Students with Multiple Abilities (LD-ish)...Cross battery assessment approach using the Cattell-Horn Theoretical Model of multiple factors of intelligence. Uses a Language Model to focus SLP portion of assessment
 - Students with Autism, Mental Retardation, or Severe Multiple Disabilities. Uses a Communication Model for evaluation of student's communication profile

This will only work with...

**A Multidisciplinary Team
Approach**



Smart Tools

- Common Language
 - Testing; Assessment; Evaluation
 - Language Delay; Language Difference; Language Disorder; Language Disability
 - Address vs. Assess
- Evaluation Model
- Flowchart
- Adverse Effect Rubric

Eligibility: Yes, Yes, Yes...

- Is there a disability condition (i.e. a communication disorder)?
- If so, does the disability have an adverse effect on educational performance?
 - Adverse effect on academic achievement
 - Adverse effect on functional performance
- If so, are specially designed instruction and support services needed to help student make progress in the curriculum?

The Director's Role: Leadership for Change

- Endorse, support, expect multidisciplinary team evaluation model
- Allocate resources and staff time for side by side training (all team members)
- Expect teams to work together throughout the evaluation process
- Provide tangible support:
 - Training
 - Coaching
 - Technology
 - Operating procedures

The Director's Role: Leadership for Change

- Discuss Outcomes
 - Review the Child Find report to look at Q/DNQ ratio
 - Set expectation: e.g. 80% referrals qualify
 - Which implies that referral committees are working well
 - Count the number of DNQ ARDs that request additional evaluation
 - Reduce this number to 0...

Questions...

Comments...

Concerns...

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